

2005-2006 SES EVALUATION REPORT

DEMOGRAPHIC DATA

PROVIDER NAME: **A-Little-Extra-Help Tutoring Service**

DISTRICTS SERVED: **Evansville-Vanderburgh School Corporation**

OF STUDENTS ENROLLED: 46
OF STUDENTS COMPLETED: 35

GRADES: K-12

TYPE OF DELIVERY: Individual Tutoring

DESCRIPTION: See <http://mustang.doe.state.in.us/dg/ses/detail-vendor2.cfm?recordID=0001>

STUDENT/TEACHER RATIO: 1/1

CUSTOMER SATISFACTION

PARENT REPORT

% of parents reporting: 77.14%

Overall score: 3.61/4.0

DISTRICT REPORT

% of districts served reporting: 100% (1/1)

District recommends continuation?: Y (1/1 district served)

PRINCIPAL REPORT

% of principals reporting: 80%

Overall Score: 1.72/4.0

CUSTOMER SATISFACTION GRADE: **B**

SERVICE DELIVERY

PARENT REPORT

% of parents reporting: 77.14%

Overall score: 3.65/4.0

DISTRICT REPORT:

% of districts reporting: 100% (1/1)

Overall score: 100% (18/18 possible points)

PRINCIPAL REPORT:

% of principals reporting: 80%

Overall score: 2.06/4.0

ONSITE MONITORING/COMPLIANCE: 4.0/4.0

SERVICE DELIVERY GRADE: **B+**

ACADEMIC EFFECTIVENESS

COMPLETION RATE: 76.09%

**% OF STUDENTS MEETING GOALS
(OF THOSE WHO COMPLETED):** 94.29%

TYPE OF ASSESSMENT USED BY PROVIDER: Steck Vaughn Assessment

**% OF STUDENTS SHOWING GAINS
(BASED ON 100% SAMPLE REPORTED):** 100%

AVERAGE GAIN: +20% (Language); +21.3% (Math)

% CHANGE IN PRE/POST ASSESSMENT: +34.7%

**% OF STUDENTS WHO ATTENDED
80% OR MORE SESSIONS:** 71.43%

ISTEP+ DATA (included in academic effectiveness grade):

For each provider, the ISTEP+ scale scores for each student who participated in SES were analyzed for 2005 and 2006 in English/Language Arts and Math. Only students who completed 80% of their programs and had ISTEP+ scores for both years were included in the analysis.

**# OF STUDENTS COMPLETING
80% OR MORE SESSIONS:**
(only students completing 80% of
provider sessions are included in this
analysis)

17

SES STUDENTS ONLY: ISTEP+ RESULTS

For the students served by A-Little-Extra-Help Tutoring Services in 2005-2006 who met the criteria described above, ISTEP+ scores grew an average of 22 points for Mathematics and 34 points for English/Language Arts. 70% showed any growth in Mathematics, and 60% showed any growth in English/Language Arts. 40% of the students served showed one year's worth of growth on ISTEP+ scale score for Mathematics, with 50% showing such growth for English/Language Arts. The percentage of students passing ISTEP+ in Mathematics grew by 10 percentage points, while the percentage passing ISTEP+ in English/Language Arts stayed the same.

# OF STUDENTS:	10	
(of students completing 80% of the sessions, only those having ISTEP+ scores for both 2005 and 2006 were included in this analysis)		
CHANGE:	+21.9 (Math)	+33.7 (E/LA)
% SHOWING GROWTH ON ISTEP+ SCALE SCORE:	70% (Math)	60% (E/LA)
% SHOWING 1 YEAR'S GROWTH ON ISTEP+ SCALE SCORE:	40% (Math)	50% (E/LA)
% PASSING ISTEP+ (2005):	20% (Math)	30% (E/LA)
% PASSING ISTEP+ (2006):	30% (Math)	30% (E/LA)

SES AND NON-SES STUDENTS MATCHED: ISTEP+ RESULTS

MATHEMATICS

Where possible, each student who participated in SES was matched with a similar student who did not participate in SES. SES students were matched with other students from their school on a number of characteristics, including grade in school, race, free/reduced lunch eligibility, special education status, limited English proficiency, and 2005 ISTEP+ scale score. The chart below provides the results of the match comparison that demonstrates how the ISTEP+ scores and scale score growth of students who participated in SES compare to similar students who did not participate in SES. For A-Little-Extra-Help Tutoring Services, 10 matches out of 10 eligible students (100%) were found for Mathematics. For the group who participated in SES, 70% showed any growth on ISTEP+, compared to 40% for the non-SES group. 40% of students in both groups showed one year's growth on ISTEP+ scale score. The SES group's average ISTEP+ score grew by 22 points, while the non-participating matched group's average ISTEP+ score declined by 6 points.

MATHEMATICS						
	# Matched	% Matched	% showing growth	% showing 1 year's growth	Average growth	% passing (2006)
SES	10	100%	70%	40%	22	30%
Not SES	10	100%	40%	40%	-6	30%

ENGLISH/LANGUAGE ARTS

Where possible, each student who participated in SES was matched with a similar student who did not participate in SES. SES students were matched with other students from their school on a number of characteristics, including grade in school, race, free/reduced lunch eligibility, special education status, limited English proficiency, and 2005 ISTEP+ scale score. The chart below provides the results of the match comparison that demonstrates how the ISTEP+ scores and scale score growth of students who participated in SES compare to similar students who did not participate in SES. For A-Little-Extra-Help Tutoring Services, 9 matches out of 10 eligible students (90%) were found for English/Language Arts. For the group who participated in SES, 56% showed any growth on ISTEP+; a higher percentage of the group that did not participate (89%) showed any growth. 44% of the students who participated in SES showed one year's growth on ISTEP+, compared to 56% of the students who did not participate in SES. The SES group's average ISTEP+ score grew by 24 points, while the non-participating matched group's average ISTEP+ score grew by 25 points.

ENGLISH/LANGUAGE ARTS						
	# Matched	% Matched	% showing growth	% showing 1 year's growth	Average growth	% passing (2006)
SES	9	90%	56%	44%	24	33%
Not SES	9	90%	89%	56%	25	33%

ACADEMIC EFFECTIVENESS GRADE:

B-

OVERALL GRADE: B